



Teacher and Principal Evaluation Policy



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Pre-K/Kindergarten Portfolio Model

- Developing comparable individual growth measures for teachers in non-tested grades and subjects is a top priority for the TDOE.
- Currently, three portfolio models have been approved by the state board for use in generating individual growth scores for teachers.
 - Fine Arts,
 - World Languages, and
 - Physical Education (K-5)
- In order to provide an additional, rigorous individual growth measure for teachers in the early grades, the department partnered with Knox County Schools to develop a portfolio model for pre-kindergarten and kindergarten teachers.

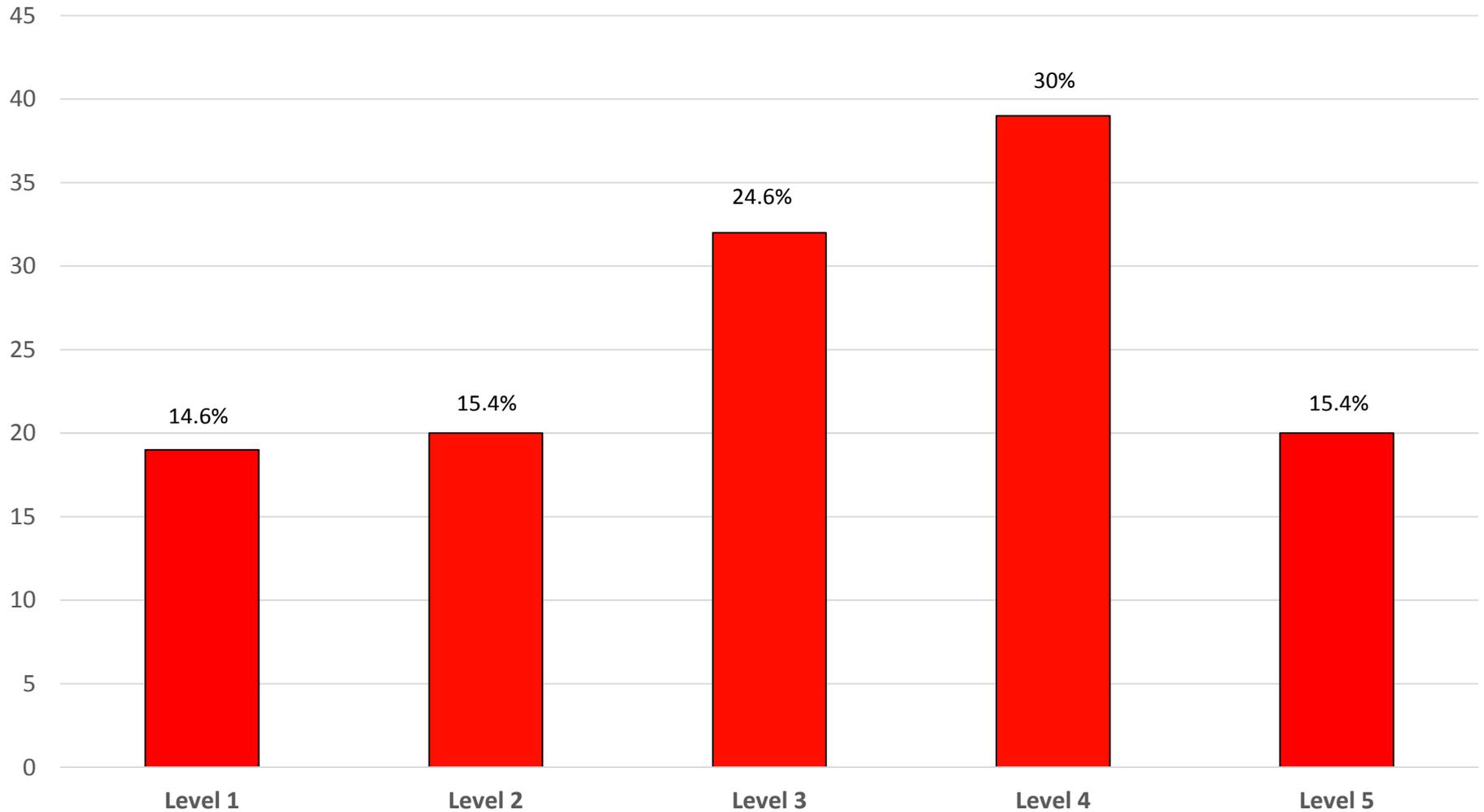
Portfolio Development and Pilot

- Knox County teachers, principals, and supervisors were all involved in the development of the Pre-K/K model.
- The portfolio model was piloted in Knox County, Jackson-Madison County, and Metro Nashville beginning in January 2015.
- A total of 130 teachers participated in the pilot.

Pre-K/K Portfolio Model

- All portfolio models require teachers to submit collections of evidence that showcase student work from two points in time in order to demonstrate growth. The Pre-K/K model requires:
 - 5 total evidence collections:
 - 2 ELA
 - 2 Math
 - 1 Choice
 - Each evidence collection must show pre- and post- work from:
 - One emerging student
 - One proficient student
 - One advanced student

Distribution of Pilot Scores



Feedback

- “I really enjoyed the fact that it would show growth based on actual student work and would support individual teacher growth without additional testing. It’s developmentally appropriate!”
- “I can talk about student growth and achievement of my students based on authentic assessments I plan and do with my students.”
- “I enjoyed telling ‘my story’ and showing the progress and growth of my students!”
- “I’ve been in early childhood education for over forty years and teach methods at the college level. This is the best thing the state has ever come up with. This will help teachers better understand their standards, even veterans like me!”



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Student Surveys

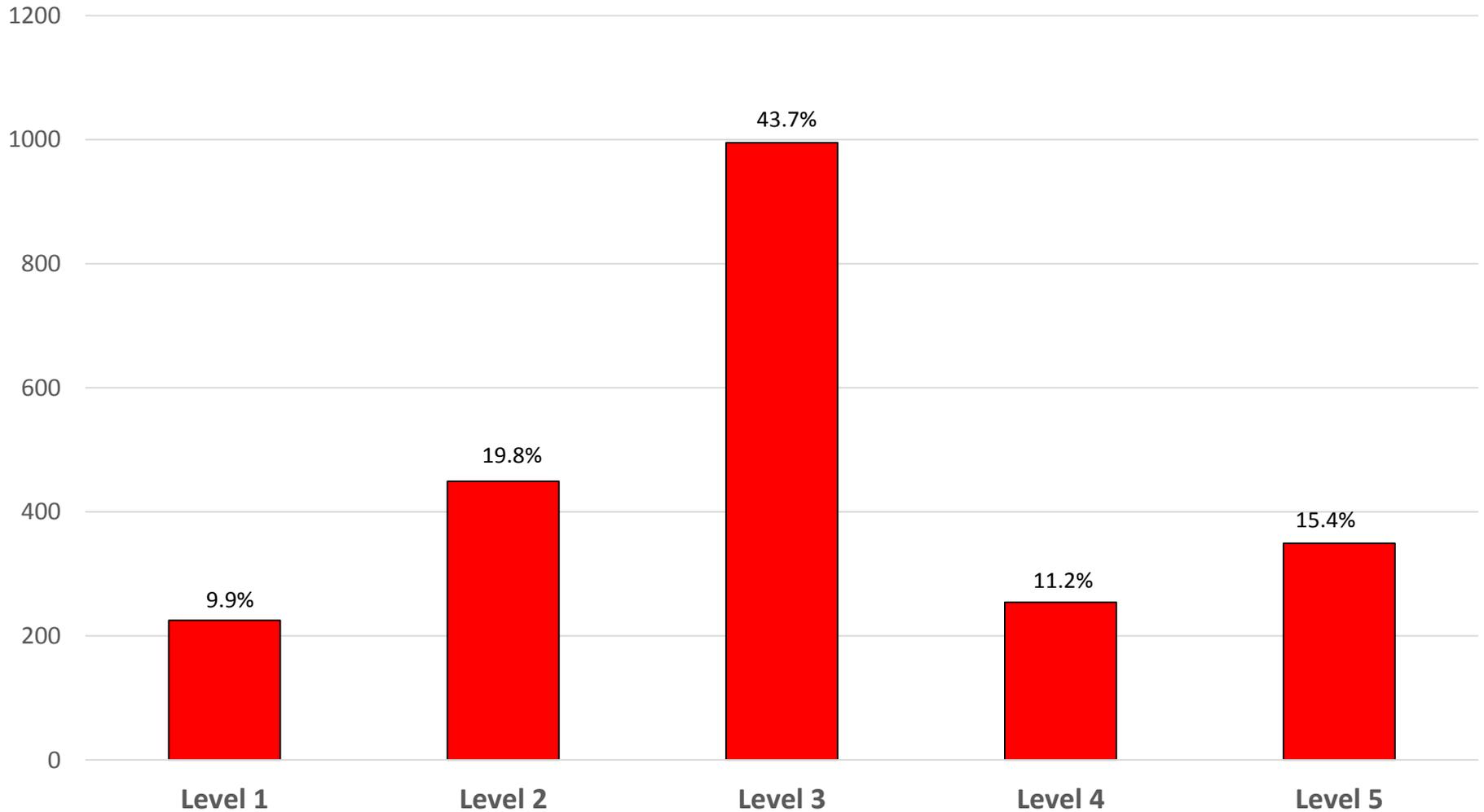
Overview

- Studies, such as the MET study and research by TNTP, have shown that student surveys are positively correlated with both principal ratings and value-added data.
- In 2013, the State Board approved the Tripod student perception survey as an additional qualitative measure of teacher effectiveness districts could elect to use.
- Districts across the state are now able to utilize student surveys to provide higher quality and more reliable feedback to teachers.
- Two additional surveys were piloted in the 2014-15 school year:
 - My Student Survey
 - Panorama

My Student Survey

- Piloted in Metro Nashville Public Schools
 - Fall and spring administrations
 - 154 schools
 - 3,299 teachers
 - 85,457 students
- My Student Survey was customized to fit the TEAM rubric and MNPS specific requests.

My Student Survey Results



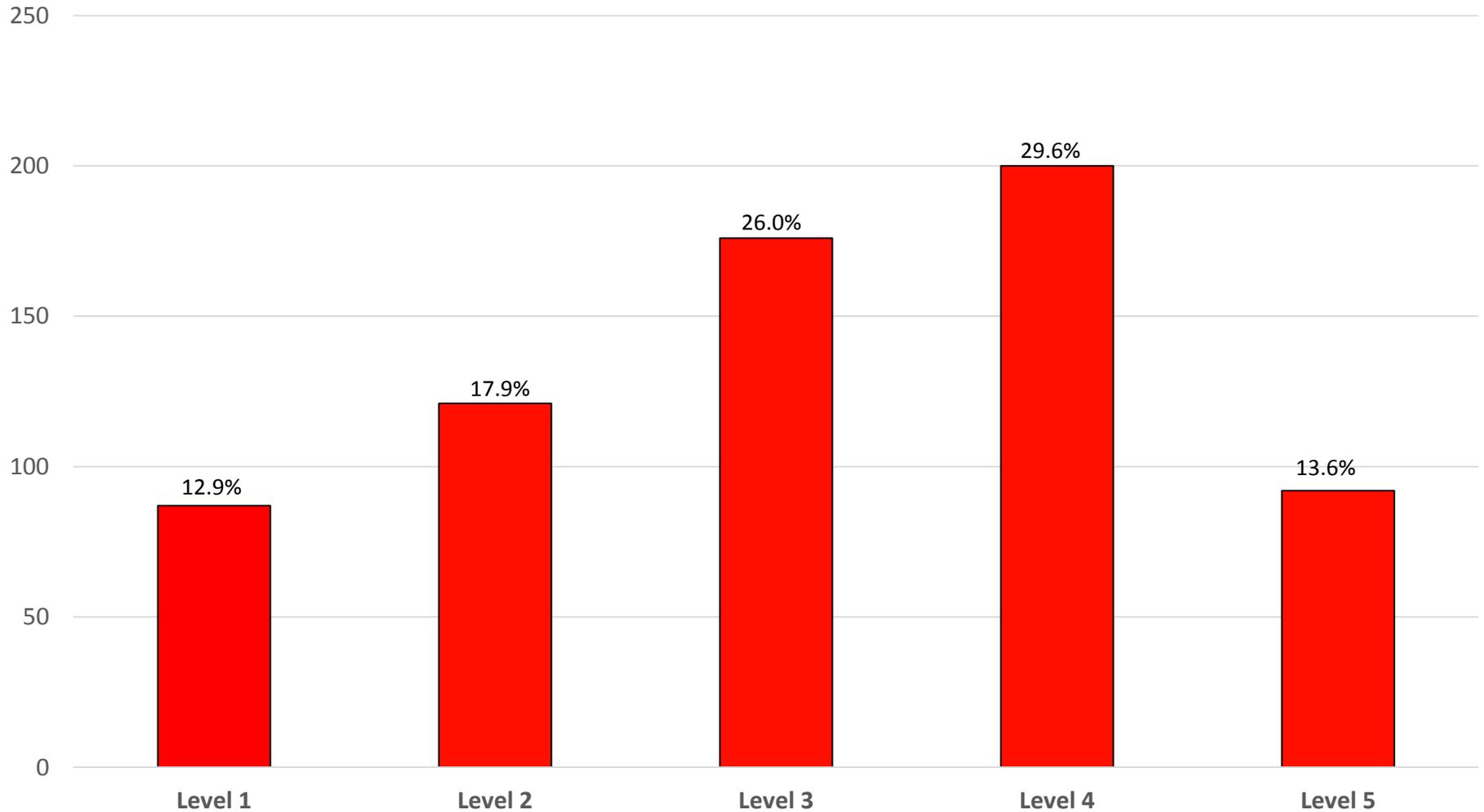
Feedback

- “My student survey feedback will assist me in developing lesson plans that are more interesting and differentiated.”
- “This is a GREAT tool! I appreciate the efforts put into this initiative.”
- “I liked the survey overall, and I value that feedback that I received.”
- “I believe this survey is very accurate and should be used for years to come!”

Panorama

- Piloted in Knox County and Kingsport City Schools
 - Spring administration
 - 34 schools
 - 671 teachers
 - 7,364 students

Panorama Results



Feedback

- “The surveys have been transformational in how I operate. I’ve grown tremendously from this data.”
- “I’m a confident teacher, and I need to be receptive to getting feedback for my own professional growth. The question on student interest in class material on the Panorama Student Survey gave me the idea that’s something I want to look at and improve.”
- “Panorama’s reports easily let us spot the trends across the board or broken down by department or category. It has instantly brought my eyes to where we were exceptionally strong or areas where we need improvement. Now we’re getting more realistic data than in past years.”



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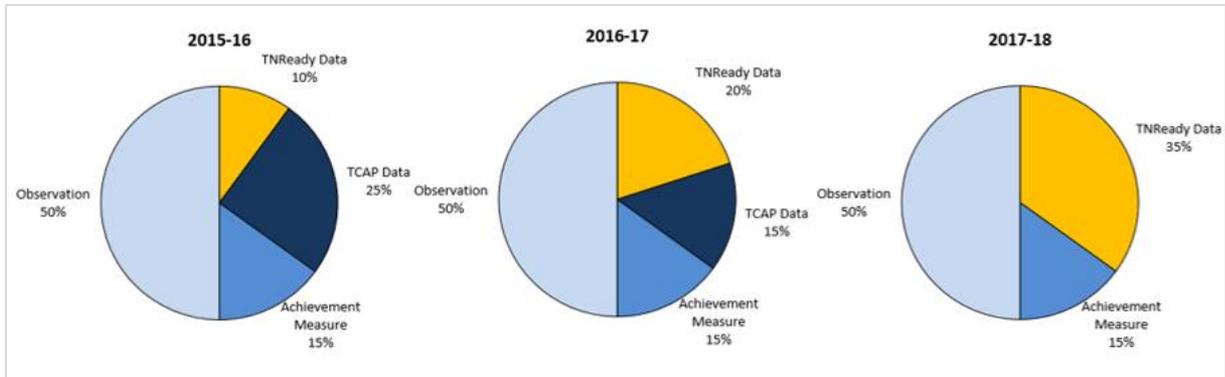
Tennessee Teaching Evaluation Enhancement Act

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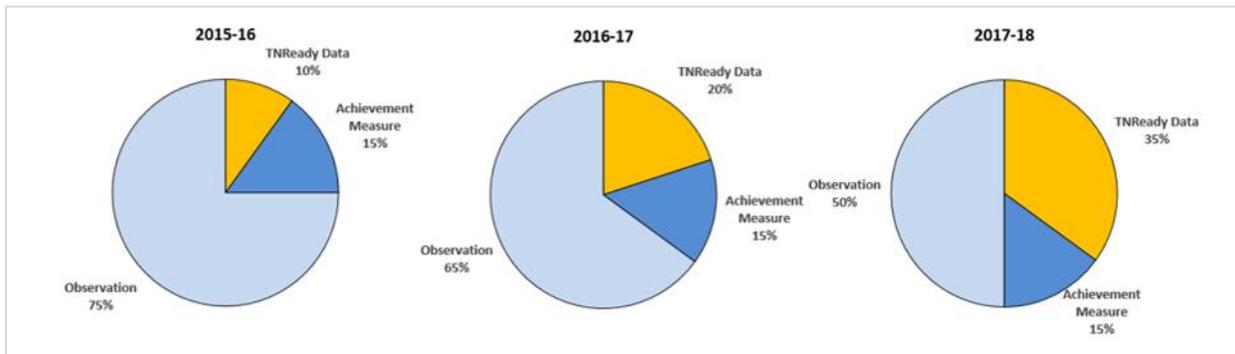
- Adjusts the current weighting of student growth data in a teacher's evaluation during the transition to new assessments.
- New state assessments will factor in a teacher's evaluation as follows:
 - 10 percent of the overall evaluation in the first year of administration (2015-16),
 - 20 percent of the overall evaluation in year two (2016-17), and
 - 35 percent of the overall evaluation in year three (2017-18)
- Student growth data for teachers in non-tested grades and subjects currently counts for 25 percent of the overall evaluation. The weight will lower to 10 percent in 2015-16 and move to 15 percent in subsequent school years.

Tennessee Teaching Evaluation Enhancement Act

- Tested Teachers with Prior Data

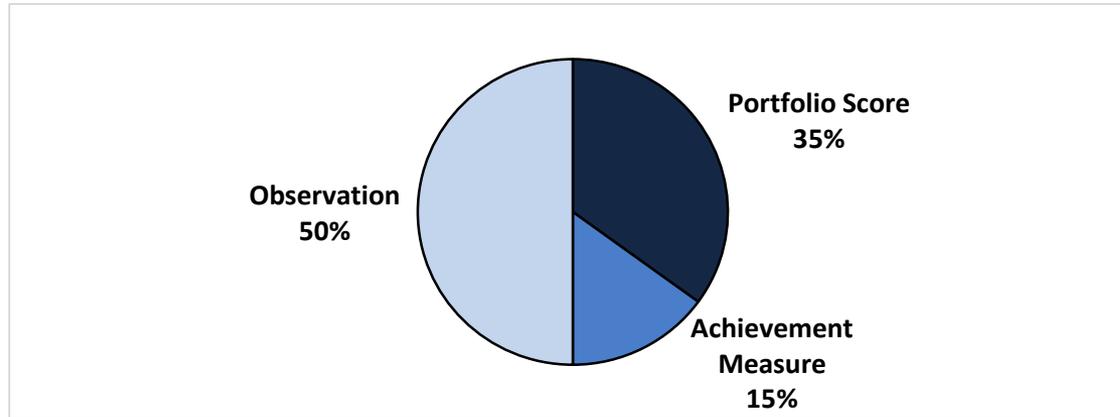


- Tested Teachers without Prior Data



Tennessee Teaching Evaluation Enhancement Act

- Non-Tested Teachers Using a Portfolio Growth Model



- Non-Tested Teachers

